



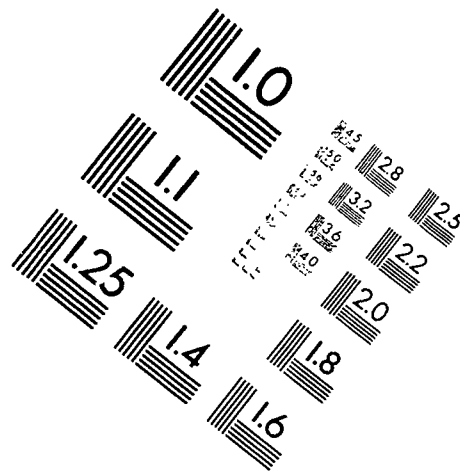
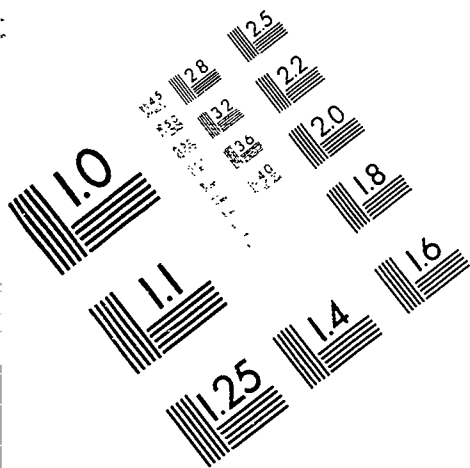
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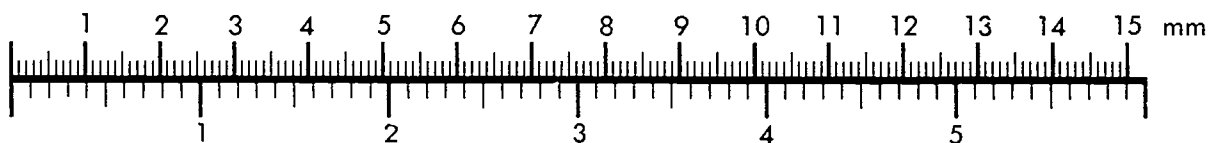
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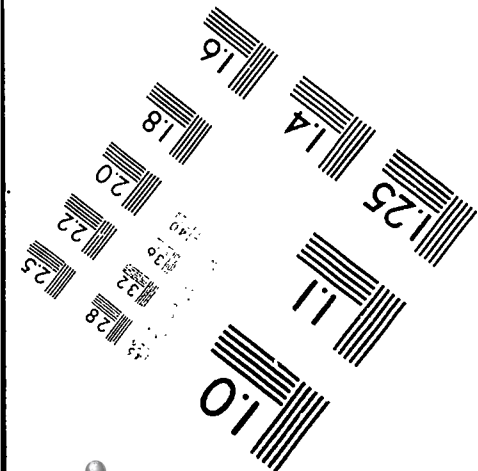
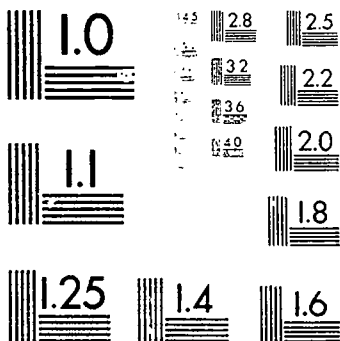
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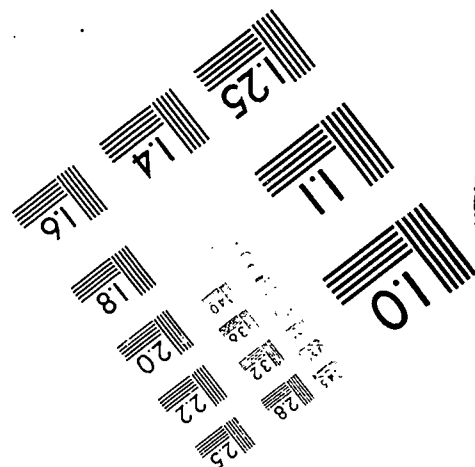
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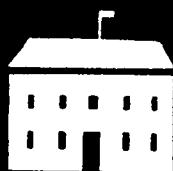
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## ABSTRACT

Project Achieve Transition Services (PATS) was designed to extend support services, instructional enhancements, and family outreach to targeted high school students and their parents, using a case management/team approach. Initiated at seven schools in the first year of the program, PATS is specifically geared to meet the needs of late-entry students. Data for the description of the program were derived from progress reports, interviews, and observations. The program was implemented utilizing a case management approach with a team ombudsperson coordinating the efforts of a family worker, educational assistant, counselor, and teachers to provide an array of enhanced instructional services for the students and workshops and family outreach for parents. Responses indicated that the program had had a significant impact, speeding up and streamlining intake and registration procedures, providing systematic orientation activities, and facilitating medical needs. Findings indicated the program had successfully involved parents, orienting them to American culture and providing them with information regarding education and other matters that are especially helpful to new immigrants. The case management/team approach seemed to be effective in developing individualized, holistic approaches to meeting students' needs. Finally, the students in the program are, on the whole, succeeding. Based on these findings recommendations are made, including that the feasibility of establishing PATS homerooms or official classes be considered. (ABL)

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# OREA Report

PROJECT ACHIEVE TRANSITION SERVICES  
(PATS)  
1991-92

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PROJECT ACHIEVE TRANSITION SERVICES  
(PATS)  
1991-92



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7/7/92

## EXECUTIVE SUMMARY

Project Achieve Transition Services (PATS) was designed to extend support services, instructional enhancements, and family outreach to targeted students and their parents, using a case-management/team approach. Initiated at seven schools in the first year of the program, PATS is specifically geared to meet the needs of late-entry students (also known as over-the-counter students). The Division of High Schools requested that the Office of Research, Evaluation, and Assessment (OREA) conduct an evaluation of the PATS program. The OREA evaluation is designed to: (1) describe the implementation of the program; (2) survey staff, parent, and student participants with regard to their satisfaction with the program; and (3) examine the quantitative outcomes for improvement in retention, attendance, and credit accumulation. These issues are addressed in this report, except for retention rates. These rates will become available in the year 1992-93, when they will be compiled and issued under separate cover.

Data for the description of the program was derived from progress reports, interviews, and observations. In addition parent questionnaires were distributed to determine workshop effectiveness and overall satisfaction with the program. The Office of Educational Data Services also provided quantitative data on students' attendance and credit accumulation.

The program was implemented utilizing a case management approach with a team ombudsperson coordinating the efforts of a family worker, educational assistant, counselor and teachers to provide an array of enhanced instructional services for the students and workshops and family outreach for parents. Responses indicated that the program had had a significant impact, speeding up and streamlining intake and registration procedures, providing systematic orientation activities, and facilitating medical needs.

Members of Community-Based Organizations (C.B.O.s) affiliated with each school worked with the team. These C.B.O.s included: the Haitian Centers Council, the Chinese-American Planning Council, the Puerto Rican Forum, Citizens Advice Bureau, National Congress for Women, Alianza Dominicana. Their primary functions involved family outreach and crisis intervention. They also made referrals to outside agencies and conducted or participated in a variety of workshops designed to orient immigrants to American culture and to provide an outlet for affirming immigrant culture.

Other major findings are as follows. First, the program has successfully involved parents, orienting them to American culture and providing them with information regarding education and other matters that are especially helpful to new immigrants. Ninety-

three percent of responding parents expressed overall satisfaction with the program, while 89 percent found the workshops very helpful.

Second, the case management/team approach seems to be effective in developing individualized, holistic approaches to meeting students' needs. Students expressed most satisfaction with the greatest array of options, including transitional courses and educational assistance, computer-assisted instruction, tutorial programs, P.M. school, and shared instruction, and vocational training, that permitted them to get back on track, and prepare them to pass their courses and complete their academic careers.

Finally, the students in the program are, on the whole, succeeding. Despite a high-risk population, attendance rates would seem to be similar to that of the regular school population. Credit accumulation is not appreciably lower than for the regular school population. At least two-thirds of the students entering school during the first marking period accumulated three academic credits per semester, while about two-thirds of the students entering after the first marking period accumulated two academic credits per semester.

Based on these and other findings of the evaluation, the following specific recommendations are offered:

- Consider the feasibility of establishing PATS homerooms or official classes to facilitate attendance monitoring and targeted communication and to cut down on the number of personnel students must identify and deal with. This will also streamline the administrative aspect of the program and permit ombudspersons and educational assistants to devote more of their time to the academic needs of the students.
- Work with the University Applications Processing Center to allocate appropriate data codes (e.g., homeroom designations as administrative tags) that will enable PATS staff to retrieve lists of PATS students easily for purposes of improving statistical record-keeping, accessing information, and facilitating mailings and other follow-up.
- Develop strategies for integrating school counseling staff more effectively into the PATS program and clarifying relationships and responsibilities of counselors and family workers through staff development geared to meet the needs of these members of the team.

- Consider establishing a task force to focus on developing programmatic alternatives for persistent L.T.A.s, especially those remanded from correctional facilities. On a school basis, develop a core of team members that has the skills, knowledge, and experience for working with students remanded from correctional facilities for more intensive, holistic services geared to assessing literacy needs and clarifying academic alternatives.
- Expand orientation by providing access in a variety of languages, improving orientations to the academic programs available to the student, and getting early feedback on problems students may be encountering.
- Continue to develop systemwide parent resources in different languages, especially to remedy the lack of bilingual services available in schools where Vietnamese, Chinese, and Southeast Asian-language populations exist but in insufficient numbers to warrant full-time staff and formal programs. Consider the possibility of roving units to supply parent orientation, tutorial services, and counseling to these "minority-within-minority" populations.
- Consider re-allocating additional program funds to build up basic resources, including bilingual dictionaries, maps, tests, E.S.L. resources in lesser-known languages, and computer programs.
- Continue to strengthen the academic component of the program, as through the establishment of PLATO labs and the development of curriculum and curricular modules within appropriate departments and the expansion of traditional programming available to students. Also consider developing systemwide guidelines for credit assessment.



## ACKNOWLEDGEMENTS

This report was prepared by the Office Research, Evaluation, and Assessment's High School Evaluation Unit (OREA/H.S.E.U.) of the New York City Board of Education under the direction of Dr. Lori Mei. Special thanks to Dr. Barbara Shollar for coordinating the evaluation, designing instruments, conducting field visits, analysis and report writing.

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## I. INTRODUCTION

### PROGRAM BACKGROUND

Project Achieve Transition Services is an offshoot of Project Achieve, a federally funded attendance improvement, dropout prevention program for high school students now in its third year. Operating in 32 schools, Project Achieve emphasizes comprehensive, systematic, and structural strategies as the means of addressing the problems of students at risk of dropping out of school. Solutions include the establishment of "houses," or mini-schools-within-schools, with teams of teachers, educational assistants, counselors, and family workers using a holistic approach in working with the student; the establishment of family outreach services in conjunction with appropriate community-based organizations (C.B.O.s); and the development of educational choices, including computer-assisted instructional modules, after-school instructional programs, and supervised independent study. These approaches are designed to motivate students to accumulate credits and thus complete their education.

Like its parent program, Project Achieve Transition Services (PATs) is designed to extend support services, instructional enhancements, and family outreach to targeted students and their parents, using a case management/team approach. Initiated at seven schools (from among the 32 Project Achieve schools) in the first year (1991-92) of the program, PATs is specifically geared to meet the needs of late-entry students (also known as over-the-counter students).

## TARGET POPULATION

Late-entry students fall into two general categories: those who are entering the system for the first time either from out of the city or as immigrants from another country, and those who have been absent from school for long periods of time. The former group are increasingly students from poor, undeveloped countries who may be lacking skills in their own native language as well as in English and who also frequently suffer from malnutrition and disease and lack proper immunization. System-wide, their numbers have increased from 270,000 to 900,000 in the last five years.

Long-term absentees (L.T.A.s) are students who come in over-the-counter (O.T.C.) throughout the school year. This group may be divided into two categories: those who have had some serious illness or short-term personal or family crisis that caused them to leave school, and those who have been remanded from correctional facilities.

The high schools chosen for inclusion in the PATS program were Project Achieve Schools with high rates of late-entry students. They were Erasmus Hall, Seward Park, William H. Taft, Theodore Roosevelt, Eastern District, George Washington, and Martin Luther King, Jr. high schools. Within these schools, the average number of late-entry students was 595 each semester for the 1991-92 school year.

## PROGRAM DESCRIPTION

With the receipt of a federal grant of \$750,000, the New

York City Public Schools initiated the PATS program for this target population with five distinct components for each participating school:

- a PATS ombudsperson or teacher responsible for coordinating all services for late-entry students and their parents;
- a C.B.O. based within the school to offer family outreach services;
- counseling for individual, group, and family needs;
- instructional services to meet the special needs of targeted students, supported by an educational assistant; and
- staff development designed to train participating teachers, counselors, and paraprofessionals to serve their students effectively.

The designation of an ombudsperson for each school ensured that a holistic approach and integrated services would be provided and that this administrator could act as an advocate for these students and their families. Ombudspersons also assumed responsibility for providing alternative instruction to PATS students who entered after the first marking period.

Each C.B.O. was to be an agency operating under the auspices of the United Way. An umbrella organization, United Way was responsible for having the agencies under its auspices meet statutory and professional certifying standards. It also linked agencies to schools and provided overall supervision for the C.B.O. component of the grant. The agency chosen for each school was one judged appropriate for the targeted population, sensitive to the students' cultural background and current needs, and able to communicate effectively with the students and their families.

The agencies selected include the Chinese-American Planning Council (Seward Park High School), Puerto Rican Forum (Theodore Roosevelt), Citizens' Advice Bureau (William Taft), Alianza Dominicana (George Washington and Martin Luther King, Jr. high schools), and the Haitian Centers Council (Erasmus) and National Congress for Women (Eastern District).

While the C.B.O. was to provide family outreach and referrals to other agencies, the school counseling program was designated to deal with academic and personal issues of students. Instructional services included educational enhancements such as individual and small-group tutoring and computer-assisted instruction that would facilitate credit accumulation. Staff development occurred at twice monthly meetings held jointly with the teams from participating schools and the project supervisor and on-site visits by the project supervisor.

The grant also provided monies for supplies, printing and postage costs, and parental activities.

#### EVALUATION OBJECTIVES

The program established the following objectives. These are in accordance with those established with the funding agency for assessing program effectiveness:

- All participating students will demonstrate a dropout rate no greater than the overall dropout rate for students in the schools in which the project is located.
- All participating students will demonstrate an attendance rate no lower than the overall attendance rate for students in the schools in which the project is located.

- For purposes of the program outcomes, the target population was divided into two categories--those entering in the first six weeks of the term or within the first marking period (identified as Group A), and those beginning school after the first marking period (identified as Group B). The objective for Group A was that at least 75 percent of the participating students will earn a minimum of 3 academic units; the objective for Group B was that 75 percent of the participating students will accumulate a minimum of 2 diploma units.
- Eighty percent of the participating parents will express satisfaction with the information and training received as a result of family outreach services.
- Teachers, counselors, and educational assistants will indicate/display an increased knowledge of effective dropout prevention and educational enhancement strategies.
- Program participants will successfully complete a handbook of information and resources for use by program and other New York City Public School personnel. This handbook is designed to improve the coordination and delivery of services to the targeted population and will be available for distribution in fall, 1992 to schools working with similar students.

#### EVALUATION METHODOLOGY

The Division of High Schools requested that the Office of Research, Evaluation, and Assessment (OREA) conduct an evaluation of the PATS program. The OREA evaluation is designed to: (1) describe the implementation of the program; (2) survey staff, parent, and student participants with regard to their satisfaction with the program; and (3) examine the quantitative outcomes for improvement in retention, attendance, and credit accumulation. The evaluator reviewed program materials, attended staff development workshops, and visited the seven participating schools to observe program activities. An evaluator also interviewed all PATS staff and a sample of students as well as other



viewed all PATS staff and a sample of students as well as other related school personnel to determine program satisfaction, and worked with project staff to develop parent questionnaires concerning family outreach services and workshops.

OREA worked with the Office of Educational Data Services (O.E.D.S) to obtain quantitative data on student retention, and on attendance and credit accumulation, according to the classification of student groups participating in the program. Since the New York State Education Department requires that the dropout rates take account of whether students no longer in attendance have pursued other educational alternatives such as the G.E.D. (General Education Diploma) or vocational training, there is a one-year lapse before dropout figures for a given year are available.

#### SCOPE OF THIS REPORT

This report describes the Project Achieve Transition Services program in the first year (1991-92) of its three-year grant period. Chapter I describes the context for the program, the target population and how it is served, and the evaluation methodology used in this study. Chapter II focuses on the implementation of and qualitative responses to the program. (Although this section covers such topics as educational programming, family outreach, and attendance monitoring, it does not include a discussion of agencies contracted by United Way or the academic programming and teachers providing instructional services because OREA is not responsible for evaluating them.) Chapter III sum-

marizes the quantitative outcomes for students enrolled in the PATS program, excluding dropout rates. (When the calculations for the dropout rates are completed by the Policy Analysis section of OREA, they will be issued as an addendum to this report.) Chapter IV offers OREA's conclusions and recommendations.

## II. PROGRAM IMPLEMENTATION

### STAFF BACKGROUND

Most of the administrative personnel involved in coordinating the program were long-term members of the school with extensive experience in a variety of positions that had won them the respect of a wide range of classroom teachers and other administrative personnel. Six of the seven coordinators had been at their sites for six or more years. All held advanced degrees and were licensed in various areas, including French, English, Spanish, English as a Second Language, and Special Education. A number of the coordinators held two masters' degrees or the equivalent, with the second one in counseling, that made them sensitive to the cultural backgrounds and special needs of PATS students. Many expressed frustration with their previous positions, which involved inflexible academic programming and working with students in large classroom settings. They saw the PATS program providing an opportunity for more individualized and holistic services and saw themselves as advocates for individualized instruction.

Most ombudspersons had served in capacities that provided them with administrative experience. Through such positions as international coordinator of the bilingual house, or coordinator of Liberty House (a joint high school-college program), or assistant principal of special education and administration, they had acquired skills in case management, and through serving in such capacities as program planner, senior class advisor,

resource room specialist, many had also become familiar with graduation requirements, educational options, and programming schedules, as well as a variety of school procedures. Finally, most of these personnel had also served as a member of the principal's cabinet or the SBM/SDM (School-Based Management/Shared Decision-Making) team in their schools.

Persons who served as educational assistants played an equally significant role. In three of the seven schools participating in the 1991-92 PATS program, educational assistants had long-term affiliations with their schools, excellent bilingual talents, and special expertise in such areas as computer lab instruction or special education. Their knowledge of policy, procedures, and personalities was essential to the administrative assistance they provided for the ombudsperson.

The respect with which the PATS staff were held by the community and the networks of which they were a part helped facilitate the work of the PATS program. Where the coordinator did not have departmental links or could not command the respect of different parts of the educational or local community, obstacles to program development existed.

#### CASE MANAGEMENT

Case management targeted a number of areas that various studies have identified as having a significant impact on students' entry to a new school or on students' return to school. These include intake and registration procedures, orientation activities, medical follow-up, and attendance monitoring. The

following sections briefly describe the ways in which the PATS staff successfully intervened in these arenas to facilitate the students' entering and remaining in school. They also provide evidence of the program's successful interface with other in-school agencies.

#### Intake and Registration

PATS staff intervention began when the student first entered the school, frequently accompanied by a parent. At or near the beginning of the fall term, when the greatest number of students arrived, PATS staff worked with regular admissions and counseling staff to check for proper identification (birth certificates, visas, citizenship papers), medical certification (immunization verification), and proper zoning (residence certification). In addition, they physically escorted students to a variety of sites such as the health office, testing and placement offices, and program offices, ensuring that students were not lost, waylaid, or overwhelmed.

With some 800 PATS-eligible admissions at one site, the ombudsperson often used a crisis-intervention model, intervening as necessary to ensure that paperwork moved through the system. This involved telephoning to locate parents, retrieve medical records, and obtain additional information or clarification from previous high schools. In all schools, educational assistants also eased the process for obtaining student identification cards, lunch permits, and transportation passes. As the Assistant Principal for Pupil Personnel Services at Martin Luther

King, Jr. High School noted, in a system in which students are not permitted entry until they can produce proper school identification, ensuring that such material is available in a matter of hours or days rather than weeks is critical.

The input of the ombudsperson with regard to programming was often helpful in a variety of ways. Records of O.T.C. students or L.T.A.s are frequently quite complex and difficult to understand. Personnel with counseling or grade advising experience are adept at reading and interpreting these data. Because a number of PATS programs incorporated a variety of academic options, including transitional courses, computer-assisted instruction, P.M. school, and independent study, PATS staff were more easily able to schedule their students with academic credit-bearing programs. PATS also helped to verify that students with special-education needs took the courses most beneficial for them. PATS coordinators' personal knowledge of, and interaction with, the students resulted in programming that was sensitive to students' non-academic needs. For example, one Erasmus High School student who had played soccer in his own country was rescheduled for soccer (rather than basketball) for his gym requirement, and his schedule was revised by the PATS ombudsperson to ensure that he could eat lunch at the same time as several of his fellow countrymen did. The response of parents to questions regarding the students' academic program indicate a high degree of satisfaction with this aspect of the program; 90 percent of the respondents (N=72) said that their children had

received the program and schedule that they needed.

To conclude, the intervention of PATS coordinators streamlined these initial processes and made them more efficient, less time-consuming, and, consequently, as the E.S.L. Coordinator at Erasmus High School indicated, "more humane" than they had previously been. Once the initial rush of students was over, PATS staff handled all late-entry students on a case-by-case basis. In a situation where, as a variety of school officials at several institutions noted, such students tend "to fall between the cracks," this early intervention and personal attention worked to prevent students from dropping out.

Parents also responded favorably to these procedures. Among the respondents (N=73), 59 percent felt extremely comfortable during the intake processes, while 71 percent considered that personnel had been very helpful and had served them exceedingly well. Ninety-four percent of these respondents indicated that there were personnel to serve them and materials available to them in their own language. Overall, 93 percent of the parents (N=70) expressed satisfaction with the speed of the process. Nonetheless, some parents continued to voice dissatisfaction with the length of the process, suggesting that mail registration might help to facilitate matters, and to express the need for more bilingual personnel to communicate with non-native speakers more effectively. These initial successes in streamlining some re-entry procedures also motivated school personnel to examine other aspects of the process, such as student testing and

evaluating records, to determine how these might be improved.

### Orientation Activities

Interviews at most schools indicated that PATS had established more systematic orientation procedures and made orientations more consistently available to students on an individual and small-group basis than previously. Seward Park High School, for example, ran a series of three workshops. Two periods were allocated for the initial orientation sessions, which involved an introduction to PATS personnel, an explanation of schedules and the bell system, a review of appropriate hall behavior and the disciplinary code, assistance in completing transportation and lunch applications, and help in preparing for gym. Students were also introduced to the use of the school library as well as to the neighborhood library and community facilities. The first orientation concluded with a guided tour of the school and its important offices. These offices and their functions were discussed in greater depth at a subsequent session. The final orientation focussed on credit accumulation, graduation requirements, and how to read their high school transcripts.

In George Washington High School, the PATS staff person was responsible for reviewing the student guide with the students and giving them a tour. This was then reinforced by a group orientation regarding school policies and related information given by the bilingual guidance counselor. The orientation also initiated a relationship between the educational assistant, which was then developed in subsequent encounters in the classroom, where the



worker provided one-on-one or small group tutorial aid, as the E.S.L. educational assistant at Seward Park High School stated. At Martin Luther King, Jr., the orientation concluded with the educational assistants introducing the students to their teachers and handing them a business card, encouraging the student to come see any member of the PATS staff.

Beyond the initial orientation, all PATS programs developed a variety of ongoing orientation activities. At George Washington High School, two different approaches worked for different groups of the target population. For O.T.C. immigrant students entering early in the semester, the staff developed a "New Generation" Club with about 25 regular members who met once a week to discuss issues facing students, such as the generation gap between them and their parents; various speakers also appeared before the students to orient them to the potential in American life. For those students arriving after the first marking period, the transitional course provided for ongoing orientation.

Similar programs were developed at other participating high schools. At Erasmus High School, students attended an assembly and lunch, in which they had the opportunity to meet others and get to know one another. Students at Martin Luther King, Jr. participated in bi-weekly forums at which significant members of the school community introduced themselves and discussed the various programs they supervised or particular services available to the students. Seward Park High School also held once-weekly on-

going orientation meetings in Chinese and in Spanish that introduced students to issues of American life.

Since, as previously noted, these "orientation activities" often blended into the transitional courses established for students entering after the first marking period, they sustained the holistic and integrative approach that underlies case management.

#### Medical Follow-Up

The failure to receive or document mandated vaccinations, tuberculosis screening, and health examinations often accounts for students' lack of attendance.\* PATS staff developed procedures to meet the medical requirements and health needs of the students. In places such as Erasmus, Taft, and Martin Luther King, full health clinics on-site facilitated this process. Program personnel established relationships with the Chapter 53 coordinator responsible for ensuring school compliance with the law and maintenance of health records, as well as with the administrators and other professionals running the health centers. They also encouraged students to complete medical authorization forms which would enable them to avail themselves of medical assistance.

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\*Under Chapter 53 of a 1980 New York State Law, every child entering the New York City Public Schools is required to be tested for learning disabilities, physical handicaps, and special gifts; in a mandated review of their health status, each student must also meet standards for tuberculosis testing (the Mantoux PPD skin test) and immunizations for diphtheria/tetanus, polio, measles, mumps and rubella, and present documentation to that effect. Screening instruments and practices, as well as the personnel responsible, vary from school to school; some of the high schools participating in the study had health personnel who supervised this procedure.

In following up, educational assistants and family workers compiled lists of students requiring immunizations; as one coordinator indicated, many immigrant students don't understand that there is a series of vaccinations for which they are responsible, or they are unaware of the new tuberculosis screening requirement or the significance of positive reactions to the initial test. PATS assistance involved going to classes and speaking with students individually to be sure that they understood the meaning of the notices that they had received. As the Health Coordinator at Seward Park High School indicated, these conversations were intended, on one hand, to reassure students so that they didn't panic, and on the other hand, to motivate them to follow up and complete the process. In cases where parental consent was needed, assistants and family workers wrote letters and made phone calls, and where necessary, visited with families to obtain their approval. At George Washington High School, the educational assistant then arranged to escort student groups to nearby clinics; Board of Health staff was, in turn, invited to visit the school to assist the medical office in updating procedures for testing, conduct tuberculin testing on site, and to return to read and explain results to the students. Originally the result of a discussion on how to speed up the admissions process, medical intervention grew into a health maintenance process.

#### Attendance Monitoring

PATS established relationships with each school's program

office. Staff then received printouts listing days students were absent and days present. In addition, they received cut lists, indicating absences from particular classes. Since they had students' schedules, workers began by double-checking the recorded information using this process of verification to initiate a conversation with the student. All assistants also checked student records, including previous or most recent grades, to determine whether students had special course problems that might lead them to cut a particular class. If necessary, the worker consulted with teachers to smooth the way for the student's re-entry into the class she had been cutting.

When appropriate, the exchange also resulted in consultations with the guidance counselor and telephone contact with and home visits to the family. (In some cases, the guidance counselor was the person who first conferred with the student and drew on the services of the family worker to initiate contact with the family.) Referrals to outside agencies concerned with housing, immigration, and health were often made at this time, since problems in these areas were uncovered during these interventions and identified as factors contributing to the student's absenteeism or academic failure. Once the student and family situation stabilized, the student re-entered classes, and teachers signed a daily progress sheet to indicate the student's presence. This sheet was then sent home for the parents' signature to insure that all parties involved were in communication.

## FAMILY OUTREACH/PARENT INTEGRATION

PATS personnel worked strenuously to publicize the program to parents and break down barriers between school and parents. They sent a stream of bilingual letters informing parents about the program, why their children were in it, and how the staff could help them. They announced report card time to parents and provided them with guidelines on understanding these cards and responding to their children's grades.

In addition to meeting parents during initial registration procedures, staff seized other opportunities to reach parents personally. At Erasmus High School, for example, the ombudsman stationed himself at the front desk on Open School Night in order to greet all the new parents who had returned and to ask others he didn't know if their students were new to the school or country. In this way, he was able to find 75 potential members of the PATS community. Various high schools, including George Washington, Taft, and Eastern District, also involved parents in attendance monitoring and other outreach efforts. By creating the possibility for establishing relationships with parent-peers, staff sought to overcome language barriers, fears families had with regard to their illegal immigration status, or other factors that might have been interfering with parental involvement.

Ongoing family outreach services took three forms. One effort focused on integrating parents and children into the school community through cultural activities and events that

introduced them to America or drew on the participants' cultural heritage. Another involved providing them with various services that they required or that might help them make their transition to American life. A third component, discussed above under attendance monitoring, involved crisis intervention to help parents so that they might better help their children stay in school and complete their education.

PATS engaged parents in a variety of activities that oriented them to the United States, and provided pleasant experiences that helped them feel part of a community. These activities also provided places for people to meet informally others from their home country and establish supportive networks. In that spirit, most high schools held parent luncheons. Martin Luther King, Jr. High School held a Wednesday Night Social--a dinner and open house--at which a student and parent performed. George Washington High School planned trips to Ellis Island and the Statue of Liberty and took PATS families on an outing to Central Park that included roller-skating, hiking, miniature golf, and a visit to the Children's Zoo. PATS children and parents at Erasmus High School also were taken to the Statue of Liberty, and in addition they attended the Museum of Natural History, toured the Wall Street and South Street Seaport areas, and took an all-day bus trip to Amish farm country.

All schools provided an array of workshops, usually one in the first semester and several in the spring semester. The workshop topics interested parents, with the most well-attended

workshops being those focusing on immigration and housing. Other workshops on domestic violence, child abuse, and parent-child relations also drew participants. Of those responding to workshop questionnaires (N=27), 74 percent found the workshop extremely helpful, while an additional 15 percent considered it very helpful. Ninety-three percent believed that they had also received adequate information. In at least one case, that of Taft High School, the workshop on immigration was then followed up by having a paralegal specialist available one evening a week to help pupils and their parents with individual problems.

Additional workshops, provided by other agencies in the school, were also a means of integrating parents into the school community and integrating the PATS program with other school units. In Erasmus High School, for example, PATS parents attended workshops offered by Operation Success (FEGS)\* in English and in Haitian on how to read a report card, school rules and regulations, and graduation requirements. Workshops on AIDS, drug abuse, and teen pregnancy were similarly offered to PATS parents. PATS personnel also encouraged PATS parents to attend parent-teacher meetings, both by publicizing them in letters home, and by providing simultaneous translations for those conducted in English. Parent support groups meeting weekly were also developed in some of the schools, sometimes under the

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\*This is a C.B.O. dropout-prevention program for at-risk students, providing counseling, career guidance, and vocational training to ninth and tenth graders under the auspices of the Federation of Employment and Guidance Services.

auspices of the C.B.O.s, and other times under the aegis of the Counseling Department within the Parent Involvement Program (PIP).<sup>\*</sup> These workshops allowed parents to share common concerns and bring group problem-solving skills to bear on them.

Peer parent workshops were among the workshops requested by parents in other schools. Parent respondents (N=27) also requested workshops to focus on English-language training, public assistance, senior citizen services, abortion, employment services and job training, food stamps and other entitlement programs, minor repairs programs, and crime victim services.

#### COUNSELING SERVICES

PATS staff worked with a variety of counselors. Many of these were personnel connected to particular programs servicing some portion of the targeted population, such as those affiliated with Project Discovery (a program at Eastern District serving holdover students, who may also be L.T.A.s), or those working with Project CARE (a Title VII program also serving new immigrants).<sup>\*\*</sup> Others were primarily identified with the "houses" or "institutes" or programs in which subgroups of the

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<sup>\*</sup>Beginning September 1987 with a grant from New York City, this program began and funded many different kinds of parental involvement activities in about 160 New York City Public Schools, including membership on the schools' SBM/SDM teams and participation in the creation of an individual education plan for special education children, as well as the development of parent centers.

<sup>\*\*</sup>Under the Elementary and Secondary Education Act, Title VII is the federal legislation authorizing funds for bilingual and multicultural programs.



students were registered. Social workers or E.R.S.S. counselors were the key staff members to (re-)admit all principal transfers and L.T.A.s remanded from correctional facilities.\* Guidance counselors traditionally were the key personnel involved in the admissions process and in crisis intervention, particularly attendance monitoring. In some schools, regular guidance counselors and PATS team members evolved a cohesive and balanced relationship; in others, counselors and PATS teams operated largely independently and with little communication between these units. In these cases, PATS seemed primarily to serve the purpose of relieving counselors of unusually heavy caseloads.

Orientation activities provided an arena where the counselor might be fully integrated into the PATS team. At George Washington High School, for example, the bilingual counselor was a part of the transitional course, where she covered such topics as life in New York City, career awareness, and graduation requirements. She explained the organization of academic subject matter and made students aware of curricular options. In this context the

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\*Educationally Related Support Services (E.R.S.S.) are provided by New York State funds. A school-based support team includes a social worker who works under the aegis of the principal. Originally provided for special education students, this team also now offers short-term counseling services to at-risk students; in practice, the social workers seem to be used especially to help those remanded from correctional and other institutional settings make the transition back into the school.

counselor believed it was especially important to inform students of the concurrent options, such as COOP Tech, G.E.D. courses, and vocational training,\* available to them, since the L.T.A. target-group to whom she addressed herself--former prison inmates or children in restricted facilities--were at high risk of dropping out. (The house coordinator also presented the requirements and values of the particular house or program in which the student was registered.) However, this integration did not occur in all cases.

As in the area of orientation, attendance monitoring was a potential area for cooperation between counselor and family worker; however, this area also served to highlight sources of friction and confusion regarding role definition and areas of responsibility. While some counselors were grateful for the additional support provided by family workers, others experienced family workers as trespassing on counselors' territory or lacking adequate academic knowledge and thus failing to provide

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\*Concurrent Options is the rubric for a variety of innovative and alternative programs that facilitate students earning academic credit. These may include independent study, computer-assisted instruction, P.M. school (courses given after regular school hours), as well as those cited in the text. In Coop Tech, students may work out programs in which they take regular academic programs at their "home" school, while acquiring certification in such programs as building construction and repair, computer-assisted drafting and design, and air conditioning and refrigeration at the School of Cooperative Technical Education. Handicapped students or those with other disabilities may be eligible for other forms of vocational and skills training. The G.E.D. or General Education Diploma may be an alternative method for some students to complete their high school education, through equivalency courses, usually given at night in local elementary schools or community centers.

appropriate or timely information to students with whom they were in contact--a task which was perceived as the counselor's primary responsibility. Family workers, on the other hand, frequently did assume the counseling role because they were more accessible to the students than counselors and often had counseling experience. Knowledge of the student's or family's native language was also a critical factor in putting the family worker in the role of guidance counselor. In addition, extraordinary caseloads, short staffing, lack of administrative support, and poor supervision seem to be factors contributing to the family worker taking on the role of the counselor in some cases.

It is also true that in cases where communication was poor, counselors perceived that the program was not meeting the needs of certain groups of L.T.A.s., especially those who had been released from prison or other restrictive facilities, or those with severe or deep-rooted problems. When communication was effective, counselors perceived that the PATS program was an effort to remedy the lack of services for such students. On the other hand, some PATS staff also felt that they were ill-equipped to deal with these groups of L.T.A.s, and complained that their energies were sapped in the attempt to serve them.

#### INSTRUCTIONAL SERVICES

The arena of instructional support provided for the greatest variation in PATS programming. In general there were four com-

ponents to PATS instructional services: (1) the traditional core of academic subjects necessary for academic credit accumulation; (2) educational assistance provided in conjunction with transitional courses; (3) individualized instruction utilizing computer modules (computer-assisted instruction [C.A.I]) or other academic options for study; and (4) tutorial services provided by peer mentors or other paraprofessional staff. Variations occurred in the kind and nature of the transitional component, the availability of computer-assisted instruction and other academic options, and the relative balance of the various components. These will be discussed briefly below.

#### Academic Programming

Most PATS students who arrived at the beginning of the semester could be mainstreamed into regular schedules. For those entering after the first marking period, each school developed two broad categories of programming, one designed for English-dominant students and the other for bilingual students. In some cases separate sections were developed, so that a team of teachers could work specifically with these students. In other cases, students were assigned to classes on an ad hoc basis.

In those cases, ombudspersons developed a form introducing the PATS student to the teachers, which provided an indication of the student's academic status in the course (in his or her previous high school) or, if appropriate, indicated that the students would not receive credit for the course but would benefit from any instruction. In one case, the ombudsperson requested

that teachers give students N.C. (a grade indicating no credit) rather than fail them, as a way of alleviating the pressures on students. The extensive interaction between PATS personnel and teachers made teachers more willing to accept these students, because they did not feel burdened by having to provide make-up work or pass the student if the student could not catch up.

#### Educational Assistance/Transitional Courses

The so-called transitional courses were generally those offered to students who entered after the first marking period or who, for other reasons, were judged ineligible for full or regular programs. They frequently included those students who had been remanded from correctional facilities and who had severe problems of literacy, limited English proficiency, and/or socialization difficulties. Taught by the ombudsperson, who worked in the classroom with the educational assistant, these courses combined academic subject matter with support services and guidance programs (career options, self-awareness, community service, etc.) that gave students expanded opportunities to earn credit, but also provided opportunities to promote greater self-awareness, improve self-esteem, and develop student skills in decision-making and problem-solving. The block program also gave students a chance to develop positive peer support networks and a strong "PATS identity." In two instances, the course also provided a degree of technical training and forms of apprenticeship. At Erasmus High School, for example, a "sewing club" was used not only to teach students to sew, but also to

orient them to American life and culture and to provide opportunities for community service, such as presenting their finished products to the elderly and a neighborhood senior citizens' home. A retail academy established at Eastern District High School gave the students an arena to set up a store, develop an inventory, and learn about pricing and selling at the same time that they developed their language skills. Individualized tutorial support in these settings ensured that students' academic needs were met. However, in cases where students who were not adequately socialized or committed to educational concerns dominated, educational progress was impeded.

#### Other Academic Options

Where they existed with adequate support, the computer-assisted instructional modules served as a significant means for individualizing instruction and ensuring that students accumulated credits according to the objectives established by the program.

Per-session teachers were hired to monitor work which the lab director was not authorized to supervise; departmental chair persons reviewed materials and developed modules, which had previously been approved by the curriculum committee. At Martin

Luther King, Jr. High School, for example, the Plato Lab\* stocked modules for mathematics ranging from basic skills through sequential mathematics and calculus, for political science and history courses, and for chemistry. It included materials correlated to the New York State Regents Competency Tests in math, history, and science.\*\* In addition, its computer "library" contained modules for life coping skills.

The Plato Lab thus was a leading component in this school's academic programming, providing for both independent study, remediation, and supplementary coursework. Teachers in the bilingual institute, for example, believed that Plato's incorporation into the students' program was significant not only in facilitating the students' English language acquisition but also in providing them with a sense of mastery that increased their self-esteem and self-confidence and made them more willing to speak in class and take greater risks in learning. The lab permitted students to make up course work missed, take courses for elective credit, and make the transition to a more structured setting. To a lesser degree, a computer lab program (not Plato) was also a component of the program at Taft, Eastern District,

\*Initially developed in 1963 by the University of Illinois and Control Data Corporation, Plato is among the most widely used and highly regarded systems of computer-assisted instruction. Its delivery system, using IBM-compatible networks of micro-computers, recordkeeping, and variety of academic programs and courses, along with its ability to incorporate locally developed software, are among the factors that make it the program of choice.

\*\*Students in New York City must pass minimum competency tests in various subjects in order to graduate from high school, as mandated by the New York State Education Department. The passing grade varies with the subject.

and Erasmus high schools. In those cases however, the academic component was less significant or extensive, and basic computer literacy was emphasized.

Other academic options included vocational education or shared instructional programs at other sites, internships, and course work available through P.M. School. In recommending the relative balance between regular programming, transitional courses and lab work, the PATS ombudperson intervened positively to offer the student greater individualization. The greater the number of options available, the more rigorous was the academic component of the program.

#### Tutorial Programs

Tutorial services to supplement the PATS program were made available through other budgetary sources. This section briefly describes recruitment and training methods, publicity efforts on behalf of, and scheduling and structuring of the tutorial programs.

Most schools recruited tutors based on recommendations from guidance counselors, resource teachers, and general staff, and compensated them in various ways. For example, Erasmus High School used junior and senior students screened by guidance counselors on the PATS team and offered them service credits. Most other programs paid students, and a number of the tutors indicated that initially that payment was their prime motive in becoming tutors. Two schools also made use of college tutors.



At Seward Park High School, masters' students worked under the Liberty Partnership Project (a state-funded dropout prevention program linking high schools and colleges), and their extensive tutorial services contributed to the distinct PATS program profile. The project appointed a tutorial coordinator to supervise students who also met regularly in a graduate seminar to share problems, discuss solutions, and read on special topics related to their work. The tutors' own multi-cultural education program emphasized issues such as literacy and E.S.L., and AIDS and homelessness.

At Eastern District, the grade advisor for special education (who had extensive experience in tutoring-education) had two training sessions for the student tutors and then supervised their tutorial activities. She began the training by asking students to engage in self-analysis and to assess their strengths and weaknesses. She then had them review sample textbooks and devise tutorial activities, including motivational games. Tutors also reviewed computer software that they could incorporate into their tutoring sessions. Individual tutors frequently checked in with the supervisor in the morning to discuss tutorial issues, conferenced with her regarding appropriate strategies during the sessions themselves, and then met as a group at the end of the "lab" hours to evaluate their work and plan for future sessions.

Programs varied in times and places. The Seward Park program was held Mondays and Wednesdays from 2:30 to 4:30 P.M.,

and tutors saw two to three students at a time, with the program averaging 10 to 12 students daily. At Martin Luther King, Jr., tutors were available primarily in a lab setting during those periods when the computer room was in operation. Tutors functioned as roving troubleshooters, identifying and remedying specific problems. George Washington High School formalized their program to the degree that students could receive one academic credit in any subject for which they contracted a tutorial; the students were then obligated to meet regularly during their study period. General tutoring was also available two lunch periods daily for all students in PATS offices, where family workers or educational assistants were also available on an ad hoc basis to work as tutors in English and mathematics.

### III. QUALITATIVE OUTCOMES

#### STUDENT RESPONSES TO PROGRAM

In addition to observing PATS students informally, the CREA evaluator asked them (N=50) about their knowledge of and motives for returning to the school, their knowledge of the PATS program, the ways in which it had helped them, and their satisfaction with the program.

Most students were in their respective schools because they were in the zoned district. Some had been suspended and transferred from other schools because they had been in fights; others were L.T.A.s Two young women had had babies and had come to the school rather than going to their first choice because the school had infant-care facilities for the student-mother. Immigrant students frequently indicated that they had come to their respective schools because the schools' English as a Second Language-English as a Foreign Language (E.S.L./E.F.L.) programs were well thought of and had been recommended to them by counselors, or by central Board of Education officials. (This was noted by students at Martin Luther King, Jr., Seward Park, George Washington, and Theodore Roosevelt high schools.) In these instances, it was also the case that these students had friends and family who had previously attended the school or were currently attending the school. Many of these students also remarked that they had heard that their schools were not safe and not good academically, but that their experience had taught them differently. They had learned how to avoid potentially dangerous

situations, discovered that the incidence of violence was overrated, and developed loyalties to the institution that substituted for hearsay.

Students usually were able to identify the program in terms of what it had done for them. Several students at Martin Luther King, Jr. discussed the registration procedure, with one Surinamese student indicating that the program "helped me to get into the right classes where I can be learning things." Another student, a young man who had moved to New York City from Ft. Lauderdale and was now transferring from a parochial school in the city, indicated that the staff members "helped me communicate with other schools to get the necessary information from them for my records. They made me feel comfortable here, too."

Other students identified parental involvement as an important aspect of their connection to the program. Two young women from the Dominican Republic said that the program at Martin Luther King, Jr. linked their parents to others "so they can communicate with each other about their sons and daughters and help them prepare for the future." One noted that her mother had come to talk to the PATS personnel about her report card and her behavior, and had learned when her daughter could register for summer school. Foreign-language students at Roosevelt and Erasmus as well as Martin Luther King, Jr. said that they had particularly enjoyed those social and cultural programs in which parents and children participated together.

Tutoring and study experiences were another key to students' satisfaction with the program. A bilingual Chinese student at Seward Park High School noted that somebody always helped him to do homework: "When I don't understand the lesson, the tutor will review it or explain it again. He will translate into the Chinese so that I understand it better." He also noted that the tutor center gave him a quiet place to work and study. Students at Roosevelt commented more generally about the academic support provided. One indicated that the PATS program helped prepare him to go to college; another indicated that "the teachers show interest; they stay later to help you out." A third commented that the program focused on learning that was of real interest to the students. "They show Blacks and Hispanics who are standing up for themselves" in the life skills class in which students were participating. Several were aware that the coursework that they were given was allowing them to accumulate credits and get back on grade level.

Several students noted the changes that had occurred within themselves. One student at Erasmus High School reflected on the fact that she is now coming to school regularly--indeed, she comes early, because she knows that the PATS coordinator will find things for her to do. As a former PATS student (students' participation in the program was officially limited to one semester), she tutors current PATS students ("I try to get more English words in their mouths--and make them feel welcomed the

way I was welcomed"). Students in the skills class at Roosevelt indicated that they were now attending classes regularly, doing their work, learning to study, and, in one representative comment, "feeling better now that I am succeeding."

#### STAFF DEVELOPMENT

Staff development meetings took place at a different participating high school twice each month, beginning in October 1991. The meetings included central office officials as well as the ombudspersons, educational assistants, and subsequently family workers (after funds for the C.B.O.s had been released) at each of the participating high schools. Other personnel attended on an ad hoc or invitational basis to cover special topics.

The meetings were an excellent resource for disseminating information, training people in budgetary and program procedures, and sharing effective program practices. Each session's agenda always included one item that involved the integration of PATS with other school programs. In this way, procedures were developed for meeting the health needs of the target population, developing a peer tutor/mentor program, tapping into parent involvement projects, and utilizing concurrent options or computerized instruction. School personnel were also able to make their needs known and to express their frustration with delays and school conflicts. These system-wide meetings--rotated through all the participating schools to permit on-site observations of individual programs--enabled people within different

professional categories to network with workers at other schools and facilitated the extension of successful strategies from one school to the others. Regular meetings also enabled the timely delivery of materials, the meeting of deadlines, and the collection of data. Finally, these meetings enabled school staff to link up to task forces and subcommittees working on the needs of the population with which they were concerned and potentially tap into resources provided by other granting agencies or units within the city or the Central Board.

In interviews and observations, staff evidenced overall satisfaction with staff development, although tensions were caused by bureaucratic logjams in obtaining basic service needs, such as telephone service, re-allocating funds for appropriate educational or administrative assistance, and releasing funds for the hiring of family workers. Several people who felt they benefited from the meetings nonetheless felt pressured by the number of days required to attend these as well as related task force and handbook development meetings. From a review of the agendas and observations of the meetings, it also seemed that family workers' needs and concerns were only an informal aspect of the meetings. Finally, only one school sent a counselor involved in the program to attend any of the meetings. The absence of regular guidance counseling staff was both a sign and a source of the lack of integration of counselors into the program.

## PROGRAM REPLICATION/HANDBOOK FOR SERVICING IMMIGRANT STUDENTS

A task force established by the PATS program coordinator to develop a handbook for use in servicing immigrant students drew on the expertise of PATS staff members, other officials at the participating schools, and central Board members concerned with issues related to immigrant students. This committee met regularly beginning in spring 1992 to consider the categories of information to be included in the text. Individuals then assumed responsibility for developing particular sections, and submitting material by the end of the school year. As of fall 1992, the supervising editor was editing the handbook.

The version available for review in fall 1992 was characterized by an appropriately and refreshingly informal tone. Specific school practices and graphics also helped to enliven the text. Its emphasis was primarily on ideas for orienting new students and their families both to the school and their new culture. Through student and parent statements and other illustrative material, the book will also help to increase the sensitivity of school staff members to the possible cultural differences of their new students.

### TASK FORCE ON LATE-ENTRY STUDENTS

A task force was also convened by the PATS program coordinator to address the unique needs of high schools with very high influxes of late-entry students. With the participation of administrative and PATS personnel from PATS schools, the task force developed a variety of recommendations to be adopted as



policy in the New York City Public Schools. Recommendations included exempting these schools from penalties resulting from overestimating the incoming student population and, conversely, permitting them flexibility in staffing patterns, registration and programming schedules, and academic programming. Task force minutes stressed the need for specialized and small classes for dual literacy students as well as holistic/team models for immigrant populations. Issues regarding standardized crediting, foreign credit information, and the electronic transfer of information between city schools were also brought before this task force.

#### IV. QUANTITATIVE OUTCOMES

##### ATTENDANCE DATA

One of the program objectives was that participating students would demonstrate an attendance rate no lower than the overall attendance rate for students in the schools in which the project was located. However, it is difficult to make comparisons between the attendance rate for students who entered on the first day of school (identified as Group C) and the attendance of PATS students who entered school either sometime during the first six weeks (or first marking period) of the semester (identified as Group A) or sometime during the second six weeks (or second marking period) of the semester (identified as Group B). The difficulty of making such comparisons is attributable to the type of data requested from the U.A.P.C. system. U.A.P.C. provided only the numbers of days absent for each student. Date of entry into school, which could have been used to calculate attendance rate, was not requested.

Table 1 shows absence data for both groups participating in the project, as compared to those students attending the school from the first day of the semester, during the fall 1991 term, and Table 2 shows similar data for the spring 1992 term. As indicated in these tables, students in Group B apparently were absent fewer days than the other two groups, but this was undoubtedly a function of the fact that, overall, they were registered for a shorter period of time than the other two groups. Similarly, students in Group A had a lower level of

Table 1  
Mean Days Absence in The Fall 1991 Term  
By PATS Student Group  
By High School

School	Group A <sup>a</sup>	Group B <sup>b</sup>	Group C <sup>c</sup>
Eastern District	20.3	9.5	21.3
Erasmus Hall	12.5	9.0	13.8
George Washington	14.1	--	15.5
Martin Luther King, Jr.	16.9	11.5	19.5
Seward Park	18.1	10.5	14.5
T. Roosevelt	18.2	9.6	18.2
William Taft	20.5	12.3	23.4

<sup>a</sup>Students entering during the first marking period of the semester.

<sup>b</sup>Students entering after the first marking period of the semester.

<sup>c</sup>All other students enrolled in school.

- Late-entry students (Groups A and B) were absent fewer days than were students who entered on the first day of school.

Table 2  
Mean Days Absence in The Spring 1992 Term  
By PATS Student Group  
By High School

School	Group A <sup>a</sup>	Group B <sup>b</sup>	Group C <sup>c</sup>
Eastern District	22.0	10.2	22.8
Erasmus Hall	15.9	8.7	15.8
George Washington	11.0	6.5	15.5
Martin Luther King, Jr.	12.0	7.6	19.2
Seward Park	15.9	7.2	15.9
T. Roosevelt	17.4	8.8	17.5
William Taft	23.0	10.7	26.2

<sup>a</sup>Students entering during the first marking period of the semester.

<sup>b</sup>Students entering after the first marking period of the semester.

<sup>c</sup>All other students enrolled in school.

- Late-entry students (Groups A and B) were absent fewer days than were students who entered on the first day of school.

absences than those Group C students who entered on the first day, but again, this is at least partially a function of the fact that the first group was registered for a fewer number of days overall.

#### CREDIT ACCUMULATION

Students in high school can usually earn about five academic units or credits per semester and ten credits in a full academic year. OREA evaluations have shown that students in regular high schools typically earn between eight and nine credits per year, or an average of 4.5 credits per semester.

In order to measure participants' success in meeting the program's objective regarding credit accumulation, the target population was divided into two groups--those entering within the first marking period (Group A), and those entering after the first marking period (Group B). The objective for Group A was that 75 percent of the participants would earn a minimum of three credits, while the objective for Group B was that 75 percent of the participants would earn at least two academic units. The outcomes for these objectives for both fall 1991 and spring 1992 are shown in Tables 3 and 4, respectively.

Table 3 shows that Group A met the program objective in three of the seven participating schools during the fall term and in two of the six participating schools during the spring term. (George Washington was eliminated from the program in the spring semester, when its enrollment was capped, putting a stop to PATS registration.) The table also shows that the other schools came

Table 3

Summary of Students Accumulating  
Three Academic Credits by High Schools<sup>a</sup>

School	Fall 1991		Spring 1992	
	N	%	N	%
Eastern District	573	74	31	82
Erasmus Hall	496	78	36	75
George Washington	869	70	0 <sup>b</sup>	0 <sup>b</sup>
Martin Luther King, Jr.	671	76	11	65
Seward Park	640	77	31	63
T. Roosevelt	529	71	15	63
William Taft	468	64	45	85

<sup>a</sup> These students entered during the first marking period of the semester.

<sup>b</sup> No O.T.C. students were admitted in the spring semester. The school's enrollment was capped when it reached 1 1/2 times its utilization capacity.

- In fall 1991 three of the seven schools achieved the evaluation objective that 75 percent of the students accumulate at least three credits.
- In spring 1992, three of the six schools achieved the stated objective that 75 percent of the students would earn three credits.

Table 4  
Summary of  
Students Accumulating Two Academic Credits<sup>a</sup>  
by High School

School	Fall 1991		Spring 1992	
	N	%	N	%
Eastern District	31	74	31	82
Erasmus Hall	36	78	36	75
George Washington <sup>b</sup>	0	70	0	0
Martin Luther King Jr.	11	76	11	65
Seward Park	31	77	31	63
T. Roosevelt	15	71	15	63
William Taft	45	64	45	85

<sup>a</sup> These students entered school after the first marking period of each semester.

<sup>b</sup> The school's enrollment was capped when it reached 1 1/2 times its utilization capacity after it had begun its participation in the PATS program.

- In fall 1991 three of six schools achieved the evaluation objective that 75 percent of the students would accumulate at least 2 credits.
- In spring 1992 two of six schools met the objective.
- Overall, at least two-thirds of all students in this group accumulated at least two academic credits.

close to meeting the objective, and overall, 72.5 percent of the students accumulated three academic credits.

Group B had similar results overall, as shown in Table 4. Three of the seven participating schools met the program objective in the fall term, and two of the six participating schools met the program objective in the spring term. However, during the spring term there was a significant drop-off in some schools that was only partially offset by increases in other schools. Generally, almost two-thirds of the students entering after the first marking period accumulated at least two academic credits per semester.

To conclude, while some groups failed to meet the objective for credit accumulation, a significant majority of students are accumulating credits that will serve to motivate them to continue in school. High rates of credit accumulation at some schools among L.T.A.s seem to suggest a positive impact on a group that is frequently considered the most difficult to motivate.



## V. CONCLUSIONS AND RECOMMENDATIONS

Although the PATS Program is still relatively new, it is possible to draw several conclusions about it. The first is that in its initial year of existence, it has successfully intervened in several critical processes that tend to interfere with or create obstacles to O.T.C. students' entry into school. It has speeded up intake and registration procedures, provided systematic orientation activities, and facilitated medical needs. Second, C.B.O.s were successfully integrated into teams and were critical in involving parents, orienting them to American culture and providing them with information regarding education and other matters that are especially helpful to new immigrants. Third, the case management/team approach seems to be effective in developing individualized, holistic approaches to meeting students' needs. Fourth, the students enrolled are, on the whole, succeeding. Despite a high-risk population, credit accumulation is not appreciably lower than that of the regular school population. Attendance rates would seem to be similar to those of regularly registered students, suggesting that the program has established itself as a base for over-the-counter students. This may point to positive, long-term effects in dropout prevention, even where students have not achieved immediate academic success.

Based on the findings of the evaluation, the following specific recommendations are offered:

- Consider the feasibility of establishing PATS homerooms or official classes to facilitate attendance monitoring and targeted communication and to cut down on the number of personnel students must identify and deal with. This will also streamline the administrative aspect of the program and permit ombudspersons and educational assistants to devote more of their time to the academic needs of the students.
- Work with the University Applications Processing Center to allocate appropriate data codes (e.g., homeroom designations as administrative tags) that will enable PATS staff to retrieve lists of PATS students easily for purposes of improving statistical record-keeping, accessing information, and facilitating mailings and other follow-up.
- Develop strategies for integrating school counseling staff more effectively into the PATS program and clarifying relationships and responsibilities of counselors and family workers through staff development geared to meet the needs of these members of the team.
- Consider establishing a task force to focus on developing programmatic alternatives for persistent L.T.A.s, especially those remanded from correctional facilities. On a school basis, develop a core of team members that has the skills, knowledge, and experience for working with students remanded from correctional facilities for more intensive, holistic services geared to assessing literacy needs and clarifying academic alternatives.
- Expand orientation by providing access in a variety of languages, improving orientations to the academic programs available to the student, and getting early feedback on problems students may be encountering.
- Continue to develop systemwide parent resources in different languages, especially to remedy the lack of bilingual services available in schools where Vietnamese, Chinese, and Southeast Asian-language populations exist but in insufficient numbers to warrant full-time staff and formal programs. Consider the possibility of roving units to supply parent orientation, tutorial services, and counseling to these "minority-within-minority" populations.
- Consider re-allocating additional program funds to build up basic resources, including bilingual dictionaries, maps, tests, E.S.L. resources in lesser-known languages, and computer programs.

- Continue to strengthen the academic component of the program, as through the establishment of PLATO labs and the development of curriculum and curricular modules within appropriate departments and the expansion of traditional programming available to students. Also consider developing systemwide guidelines for credit assessment.